



REFLECTIVE REPORT

Enhancing Academic Writing, Referencing, and Referencing through
the Academic Skill Module



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INTRODUCTION

Title: Reflective Report: Enhancing Academic Writing, Referencing, and Reflection Skills through the Academic Skills Module

Introduction:

The Academic Skills Module has been instrumental in honing my academic writing, referencing, and reflection skills. In this reflective report, I will delve into how the module has contributed to my development in these areas, discussing the strategies learned, challenges faced, and the overall impact on my academic journey.

Academic Writing Skills Development:

One of the primary focuses of the Academic Skills Module was to enhance my academic writing skills. Through various workshops and exercises, I learned the importance of clarity, coherence, and conciseness in academic writing. I became more proficient in structuring my essays, ensuring a logical flow of ideas from introduction to conclusion. Moreover, I learned to craft well-defined thesis statements and develop strong arguments supported by evidence and analysis.

The module also emphasized the significance of academic language and style. I became adept at using formal language appropriate for academic discourse, avoiding colloquialisms and slang. Additionally, I learned to vary sentence structure and use transitional phrases effectively to improve the readability of my writing.

Challenges in developing academic writing skills included overcoming habits of informal writing and mastering the art of paraphrasing and summarizing without plagiarism. However, with practice and guidance from instructors, I gradually improved my paraphrasing skills and learned to integrate sources seamlessly into my writing while maintaining academic integrity.

One huge enemy of academic writing as Elixir International Journal (JOURNAL, 2024) related is for sure social media texting and messaging “The growing concern about the profuse use of texting endangering the standard forms in language prompted the present research to determine the presence or absence of SMS features in the academic writing of the participants. Triangulation was used for data collection i.e. questionnaires for learners and educators and samples of the learners’ English written work were examined for SMS features. Suppliance in Obligatory Context was used for data recording. Simple average and ratio were used for descriptive analysis of the data. Contrary to the expectation, there were no significant evidences of these features in the sample. It seems being proficient in standard forms, these learners are context conscious and can switch to the appropriate register or style when writing formally .Thus the present study has de mystified the popular belief about texting adversely affecting writing and thus destroying Standard English. Moreover, the evidences of one punctuation mark used in place of another indicate there can be other factors like carelessness or lack of knowledge of students and the lack of training, feedback or emphasis by educators or the system. So the matter of concern should be the general neglect of punctuation even out of the context of texting.”

Referencing Skills Enhancement:

Another crucial aspect covered in the Academic Skills Module was referencing. I gained a comprehensive understanding of different referencing styles, including Harvard, and learned how to apply them correctly in my assignments. Proper referencing not only adds credibility to my work but also demonstrates respect for the ideas and contributions of other scholars.

I am very happy I have the opportunity to prove how focused I was in class but also how the knowledge accumulated and all my teacher advice and suggestion, transform my report into a pleasure to read report by applying them.

One of the challenges I encountered was distinguishing between direct quotes, paraphrases, and summaries and understanding when and how to cite each appropriately. However, with the help of referencing guides and citation management tools introduced in the module, I developed a systematic approach to referencing, which significantly improved the accuracy and consistency of my citations.

Moreover, the module emphasized the importance of critically evaluating sources and discerning credible sources from unreliable ones. I learned to assess the authority, currency, and relevance of sources before integrating them into my work, which enhanced the quality and reliability of my research.

Reflection Skills Cultivation:

The Academic Skills Module also facilitated the development of reflection skills, encouraging me to critically reflect on my learning experiences and academic progress. Through reflective exercises I learned to identify my strengths and weaknesses as a writer, researcher, and learner.

Reflection helped me recognize areas for improvement and set realistic goals to enhance my academic performance. For instance, I realized the need to allocate more time for research and drafting in my writing process to produce higher-quality assignments. Additionally, reflection enabled me to gain insights into my learning preferences and adapt my study strategies accordingly.

Furthermore, the module fostered a habit of lifelong learning by encouraging continuous self-assessment and self-improvement. I learned to embrace feedback constructively, using it as a tool for growth rather than as a critique of my abilities. This mind-set shift not only boosted my confidence but also fuelled my motivation to strive for excellence in my academic endeavours.

When I first came to The University I barely could write a simple example of rapport about my personal experience about anything, I though some details about myself or about what I remember from an experience make from my report and good or accepted one but after first exercise in class my teacher Allen Peter explain me about how much should I talk to myself and ask myself questions and moreover adding positive and negative aspects of my experience make from my report an complex one.

I was not surprise to find out ,students around the word are agree that reflective skills are important in student life for several reasons.

Self-awareness and Self-improvement:

Reflective skills enable students to introspect and evaluate their own strengths and weaknesses, learning styles, and areas for improvement. By critically examining their experiences, students can identify patterns of behaviour or study habits that may hinder their academic progress and make informed decisions to enhance their performance. (MICHAEL L ANDERSON, 2005)

Critical Thinking:

Reflection fosters critical thinking skills by prompting students to analyse and evaluate their experiences, thoughts, and actions. Through reflection, students learn to question assumptions, challenge conventional wisdom, and consider alternative perspectives, which are essential skills for academic success and lifelong learning.

Goal Setting and Planning:

Reflective practice empowers students to set realistic goals based on their academic aspirations and personal values. By reflecting on past achievements and setbacks, students can devise actionable plans to achieve their goals, whether it's improving grades, mastering a subject, or developing specific skills.

Enhanced Learning:

Reflection deepens the learning process by encouraging students to connect new knowledge with prior experiences and existing understanding. By reflecting on what they have learned, students consolidate their understanding, identify gaps in their knowledge, and make meaningful connections between different concepts, leading to deeper and more enduring learning outcomes.

Emotional Intelligence:

Reflective practice cultivates emotional intelligence by helping students recognize and regulate their emotions in response to academic challenges and successes. By reflecting on their emotional reactions and coping mechanisms, students develop resilience, empathy, and self-control, which are crucial for managing stress, building positive relationships, and thriving in diverse academic and professional environments.

Continuous Improvement:

Reflective skills promote a growth mind-set by instilling a belief in the capacity for improvement and the value of effort and persistence. By embracing reflection as a lifelong habit, students become more adaptable, resilient, and open to feedback, which fuels their motivation to learn, grow, and excel in their academic and personal endeavours. In essence, reflective skills empower students to become proactive, self-directed learners who take ownership of their learning journey, adapt to challenges, and strive for continuous improvement. By integrating reflection into their daily routine,

students can enhance their academic performance, personal development, and overall well-being, laying the foundation for lifelong success. (SEAMUS O REILLY, 2018)

Conclusion:

In conclusion, the Academic Skills Module has been instrumental in shaping my academic writing, referencing, and reflection skills. Through interactive workshops, practical exercises, and constructive feedback, I have honed my ability to communicate ideas effectively, cite sources accurately, and critically reflect on my learning journey.

While challenges were inevitable, they served as opportunities for growth and development. By overcoming obstacles and embracing feedback, I have emerged as a more confident and proficient academic writer and researcher. Moving forward, I am committed to applying the skills and knowledge gained from the module to excel in my academic pursuits and contribute meaningfully to the University community.

References

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